

GRAMMAR

Unit 1

PREPOSITIONS

RECOGNIZING PREPOSITIONS AND PREPOSITIONAL PHRASES

A preposition shows the relationship between a noun and other words in a sentence. A preposition is always part of a word group called a prepositional phrase. The phrase may come at the beginning, middle, or end of a sentence. It begins with the preposition and ends with a noun or pronoun. That noun or pronoun is the object of the preposition.

PREPOSITIONAL PHRASE

PREPOSITIONAL PHRASE

EXAMPLES: He hid the coin under his hat. We hurried through the crowd.

PREPOSITION OBJECT

PREPOSITION

OBJECT



**A Study each boldfaced prepositional phrase.
Circle the
preposition that begins it. Then draw a line
under the
object of the preposition. The first one has
been done
for you.**

1. The detective stood under the streetlight.
2. The building **across the street** seemed

deserted.

3. The detective thought a thief was **in it**.
4. **For many hours** he waited patiently.
5. He buttoned his overcoat **against the cold wind**.

B Underline all prepositional phrases. Then circle each preposition and draw

a second line under each preposition's object.

At last, the door of the building swung open with a loud bang.

A dark figure moved down the steps toward the bus stop. No one was

on the street with the two men except a black cat. The light by the bus

stop lit the dark figure's face. "Oops! Wrong man," thought the detective.

HAVE YOU NOTICED?
Nearly all prepositions are short words.

C Use a preposition from the box to complete each sentence. There may be

more than one correct choice, and you may use a preposition more than once.

within	under	to	through	into	in	over	throughout
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1. There is very hot, melted rock deep _____ the earth.
2. Sometimes this rock rises _____ the surface.

3. It flows _____ cracks and openings called vents.
4. Lava piles grow _____ mountains we call volcanoes.
5. Some volcanoes rise _____ just a few years.
6. Other volcanoes form slowly _____ the centuries.

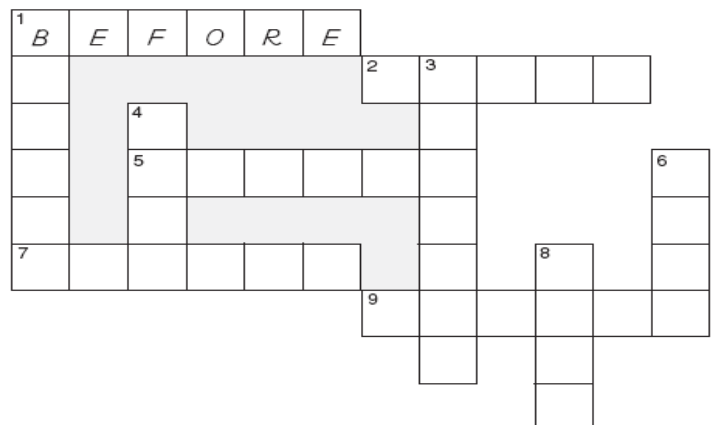
D Choose a preposition from the box to match each meaning.
 Then use
 the clues to solve the puzzle. The first one has been done for you.
 above before behind beside between during except like near with

ACROSS

1. happening at an earlier time
2. overhead
5. aside from, excluding
7. happening at the same time
9. next to

DOWN

1. in the rear of
3. in the middle of
6. similar to
4. close at hand
8. in the company of



THE OBJECT OF THE PREPOSITION

The object of the preposition is always a noun or a pronoun. Often the object directly follows the preposition. Sometimes other words come between the preposition and the object.

EXAMPLES: It is courteous to be quiet in libraries.

In the nonfiction section, books are arranged by call numbers.

When the object of the preposition is a pronoun, the prepositional phrase usually has only two words.

EXAMPLE: The library will reserve books **for me**.

A Underline the prepositions. Then circle their objects.



1. Every night Steve plays CDs in his room.
2. His favorites are songs from the past.
3. He often sings along with the tunes.
4. He listens to the Beatles and sings, “We all live in a yellow submarine!”
5. “Does your chewing gum lose its flavor on the bedpost overnight?” asks another song.

B Complete each sentence by adding a prepositional phrase.

Then underline

your preposition and circle the object of the preposition.

1. The thunder

_____.

2. The animals _____ were frightened.

3. The wind blew

_____.

ADVERB OR PREPOSITION?

Some words can be adverbs or prepositions. The part of speech depends on how they are used in a sentence. Remember that a preposition must be part of a phrase, and it must have an object. An adverb does not have an object.

EXAMPLES: Clouds drifted above, Clouds drifted above our heads.
 ADVERB PREP. OBJECT

A Write A or P to tell whether each boldfaced word is an adverb or a preposition.

1. _____ Everyplace I go is filled **with** warnings.
2. _____ A park sign says, “Don’t walk **on** the grass.”
3. _____ The street sign **outside** my school warns drivers.
4. _____ It tells them to slow **down**.
5. _____ Every time I go **outside**, I am greeted by a sign.
6. _____ There is no parking **on** this street.
7. _____ There is no diving **off** this pier.
8. _____ Warnings greet me as I walk or drive **about**.
9. _____ I look **up**, and the red light means stop.
10. _____ I look **down**, and a double line tells me not to pass.
11. _____ I can’t step **off** the curb when the light says WAIT.
12. _____ Sometimes I get tired **of** so many warnings.
13. _____ Living **without** them would be dangerous, however!



B Write two sentences. Use the word **up** as an adverb in one and as a preposition in the other.

1. (Adverb)

2. (Preposition)

USING PREPOSITIONAL PHRASES AS ADJECTIVES

When prepositional phrases are used to describe, they do the work of adjectives.

EXAMPLES: The woman on the phone is selling magazines. (Which woman?)
 NOUN ADJ. PHRASE

I wish I had a haircut like yours. (What kind of haircut?)
 NOUN ADJ. PHRASE

A Underline each prepositional phrase. Then draw an arrow to the noun or pronoun it describes. The first one has been done for you.

1. As the 1900s began, the Arizona territory had trouble with lawbreakers.
2. Gangs of rustlers stole cattle.
3. Bandits with guns robbed ranchers, miners, and travelers.
4. The governor of the territory started the Arizona Rangers.
5. They did a good job with law enforcement.
6. They stopped the frequent fights among miners.

7. Some of the Rangers had once been outlaws themselves.
8. Many people in the territory thanked the Rangers.
9. They called them men of courage.
10. Others thought the band of armed men gave the governor too much power.

B Add a prepositional phrase to describe each boldfaced noun.

1. The book _____ is overdue.
2. The man _____ made me angry.
3. His idea _____ is foolish.
4. I read a story _____.
5. Did you see the car _____?

USING PREPOSITIONAL PHRASES AS ADVERBS

Some prepositional phrases do the work of adverbs. They describe verbs by telling how, when, where, or for how long an action is done.

EXAMPLES: He sang **with great feeling**. (How did he sing?)

The concert began **at 8:00 P.M.** (When did it begin?)

His family sat **in the first five rows**. (Where did they sit?)

The singer performed **for two hours**. (How long did he perform?)

A Draw an arrow from the boldfaced prepositional phrase to the verb it describes. Decide what question the phrase answers.

Write how, when, where, or how long in the blank.

1. Imagine that you are living **in 1901**.

2. Like many Americans, you live **in the country**.

3. You cannot easily get **to stores**.

4. You shop **by mail-order catalog**.

5. **With great interest**, you read every ad.

B Draw a line under the prepositional phrases and circle the words

they describe. Decide whether each phrase is an adjective or adverb

phrase. Then write adverb or adjective above each phrase. The first

one has been done for you.

adverb

adverb

1. Water began flowing from the fountain in early June.
2. Children of all ages stood under the waterfalls.
3. They played and splashed water on their friends.
4. The hot pavement sizzled on all sides of the fountain.
5. The ground beneath the children's feet was cool and wet.

PREPOSITIONAL PHRASES OR INFINITIVES?

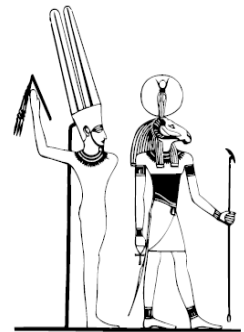
The word **to** is usually used as a preposition. It can also be part of an infinitive (the word **to** plus the plural form of an action verb). Learn to recognize the difference.

EXAMPLES: We went **to the pool**. (PREPOSITIONAL PHRASE)

We wanted **to swim**. (INFINITIVE)

A Write P or I to tell whether the boldfaced word group is a prepositional phrase or an infinitive.

1. _____ Archeologists wanted **to learn** how people once lived.
2. _____ A group of them traveled **to Egypt**.
3. _____ They hoped **to find** ancient tools and artwork.
4. _____ The archeologists dug a tunnel **to a buried tomb**.
5. _____ They used crowbars **to pry** open the heavy door.
6. _____ This chamber had been used **to bury** a king and his belongings.
7. _____ The valuable objects inside were keys **to a past era**.
8. _____ It would now be easier for students **to understand** a lost civilization.



B Write two original sentences. In the first sentence, use the prepositional

phrase “to the farm.” (Farm will be a noun, the object of the preposition.)

In the second sentence, use the infinitive “to farm.” (Farm will be a verb,
part of the infinitive.)

1.

2.

USING PREPOSITIONS CORRECTLY

Remember these hints as you use prepositions in your writing.

- Place prepositional phrases near the words they describe. In the examples

below, notice which sentence more clearly tells who has the earache.

EXAMPLES: We took the baby to the doctor **with an earache**.

(MISPLACED PHRASE)

We took the baby **with an earache** to the doctor.

(CORRECTLY PLACED PHRASE)

- Don’t use unnecessary prepositions at the end of a sentence.

EXAMPLES: Where are you going **to**? (INCORRECT)

Where are you going? (CORRECT)

A Write C or I to tell whether each sentence is correct or incorrect.

1. _____ Can anyone tell me where my umbrella is at?
2. _____ He gave a present to his sister wrapped in bright paper.
3. _____ Where does this old, steam-powered train go?

4. _____ Why did you go to the movies without me for?
5. _____ The girl with the cough is staying home from school.
6. _____ The boy will not attend the wedding with the flu.

B Rewrite each sentence. Clarify meaning by moving the prepositional phrase

closer to the word it describes. The first one has been done for you.

1. A farmer sold a pig in need of money.

A farmer in a need for money sold a
big

2. In a large, steaming pot she served the spaghetti.

3. Mr. Lee read us a story about a dogsled race in school today.

DEMON PREPOSITIONS

Be careful when using certain often-confused prepositions.

- **between/among:**

Between refers to two people, things, or groups.

EXAMPLE: I must choose **between** the red coat and the black one.

Among refers to a group of people or things.

EXAMPLE: I must choose **among** the many coats on the rack.

- **beside / besides:**

Beside means “next to.”

EXAMPLE: I sit **beside** Clara in history class.

Besides means “in addition to,” or “except.”

EXAMPLES: What subjects will we study **besides** World War II?

No one **besides** Sue passed the test.

A Circle the correct proposition.

1. Switzerland is (between / among) two mountain ranges.
2. (Between / Among) Switzerland’s four official languages are French and German.
3. (Besides / beside) making fine chocolates and cheeses, the Swiss are excellent watch-makers.
4. The people of Iceland live (between / among) lava fields, glaciers, and inland lakes.
5. Iceland has little agriculture (beside / besides) grazing land for sheep, horses, and cattle.
6. Nicaragua is a Central American country (between / among) Honduras and Costa Rica.
7. The 300-mile-long Mosquito Coast runs (beside / besides) the Caribbean Sea.
8. Few people live (between / among) the swamps, pine forests, and jungles of the Mosquito Coast.

in / into:

In means “within or inside.”

EXAMPLE: The dog is **in** the kennel.

Into means something is moved “from the outside to the inside.”

EXAMPLE: I put the dog **into** its kennel.

at / about:

When speaking of time, use **at** to tell the exact time.

EXAMPLE: The movie begins **at** 8:15 P.M.

DID YOU NOTICE?

It is not correct to say,
“Dinner should be ready
at about 6:00.”

There is no need to
use both prepositions
(at and about) to express
approximate time.

Use about to tell the approximate time.

EXAMPLE: Dinner should be ready **about** 6:00.

B Complete each sentence with in or into.

1. Are you planning to keep that bug _____ a jar?
2. Make sure to put some leaves _____ the bug house.
3. There is already plenty of salt _____ the soup.
4. Please don't sprinkle any more _____ the pot.
5. I hope you didn't put walnuts _____ this cookie dough.
6. If I eat walnuts, I get bumps _____ my mouth.
7. Five people live _____ this small house.
8. We try not to track mud _____ the rooms.

C Explain the difference in meaning between these two sentences.

1. We will serve lunch at noon.
2. We will serve lunch about noon.

Sentence #1 means

Sentence #2 means

UNIT REVIEW

A Study the boldfaced words in each column. Then write a letter to show

which word or words on the left defines the boldfaced words on the right.

- | | |
|---------------------------------------|---|
| 1. _____ preposition | a. The story by Edgar Allan Poe was scary. |
| 2. _____ object of preposition | b. The story by Edgar Allan Poe was scary. |
| 3. _____ prepositional phrase | c. The story by Edgar Allan Poe was scary. |

B Complete each phrase by adding a preposition from the box.

Hint:

There may be more than one correct choice for each phrase.

About	after	among	at	before	beside	between
during	in	into	over	on	without	under

- | | |
|--|---------------|
| 1. _____ the morning
doubt | 7. _____ a |
| 2. _____ the ballgame
package | 8. _____ the |
| 3. _____ December | 9. _____ 5:00 |
| 4. _____ you and me
hill | 10. _____ the |
| 5. _____ last night's dinner
suitcase | 11. _____ the |

6. _____ tomorrow
street

12. _____ the

C Underline each *prepositional phrase* and circle the word it describes.

Then write *adj.* or *adv.* on the line to tell whether the phrase works

as an *adjective* or an *adverb*. The first one has been done for you.

1. adj. Edgar Allan Poe is among America's most famous writers.
2. _____ Many of his works are mysterious and gloomy.
3. _____ "The Raven" is one of Poe's most famous poems.
4. _____ Critics often compare the writer Steven King with Poe.
5. _____ King also writes tales of mystery and terror.
6. _____ His characters often find themselves in scary situations.
7. _____ It may be best not to read these stories at bedtime!
8. _____ If you get scared, you might stay awake for hours.

D Underline each misplaced prepositional phrase. Then draw an

arrow showing where it should appear. Hint: There may be more

than one correct place. The first one has been done for you.

1. I took the dog to the veterinarian with fleas.
2. The people could not hear the singer in the last row.
3. I could see the bald eagle with my binoculars.

4. The salesman sold me the car with a convincing speech.
5. I found the letter that my sister had written in an old shoebox.
6. The student could not see the blackboard with the broken glasses.
7. A trophy went to every winner with gold letters.
8. A dessert is not good for people with lots of sugar.
9. In taco shells my sister likes meat, lettuce, and cheese.
10. The clowns teased the party guests with big red noses.

E Write five sentences containing *prepositional phrases*. Then underline

each prepositional phrase. You might use some of the phrases from

Part B in your sentences.

1.

2.

3.

4.

5.

Unit 4

PHRASES AND CLAUSES

RECOGNIZING PHRASES AND CLAUSES

How can you tell if a word group is a phrase or a clause? The difference is that a clause has a subject and verb, and a phrase does not.

EXAMPLE: after the first act (phrase)

after the students performed Act I (clause)

SUBJECT VERB

A Write P (phrase) or C (clause) to identify each word group.

1. ____ with a little good luck
2. ____ because the judge was fair
3. ____ while Bob is here
4. ____ before the last bell
5. ____ before the last bell rings
6. ____ in my oldest sister's room
7. ____ where my sister keeps her diary
8. ____ since the puppies were born
9. ____ until the next class meeting
10. ____ until the next class meets

B Write phrase or clause above the boldfaced word group. The first one has been done for you.

clause

1. **Since we had never been to Arizona**, we bought a guide book.
2. **Before the trip** we read articles and studied maps.
3. We read about a place **where the rocks are bright red**.
4. We made plans to visit Arizona **in the spring**.

C Write two sentences. In the first sentence, use any phrase from Part A. In the second sentence, use any clause from Part A.

1.

2.

INFINITIVE AND GERUND PHRASES

Some phrases are used as nouns. They act as the subject of a sentence, an object, or a predicate noun. In Unit 6, you learned that an infinitive is made up of the word **to** and the plural form of an action verb. An infinitive phrase, which can be used as a noun, begins with an infinitive.

EXAMPLES: Don't try **to guess**. (Infinitive used as an object)

To guess the answers is risky. (Infinitive phrase used as a subject)

A gerund is a verb that ends in **ing** used as a noun. A gerund phrase begins with a gerund.

EXAMPLES: **Laughing** is good for one's health. (gerund)

Laughing at people's mistakes is rude. (gerund phrase)

A Underline each infinitive or gerund phrase. Write I or G to tell the kind of phrase.

1. _____ Finding free time can be difficult.
2. _____ I love to wear new clothes.
3. _____ Planting a garden is more fun in good weather.
4. _____ One part of the program is learning computer skills.



5. _____ Don't forget to water the tulips.

Add an infinitive phrase to each sentence. The first one has been done for you.

1. Raymond loves to _____ to dance the tango _____.

2. I want

_____.

3. I hope

someday.

Add a gerund phrase to each sentence. The first one has been done for you.

1. _____ remembering people's name _____ is hard for Gracie.

2. _____ is hard for me.

3. I rather be

_____!

APPOSITIVE AND VERB PHRASES

Some phrases act as adjectives. They add information and details about something or someone. An appositive is a noun that directly follows another noun or pronoun. It tells more about or renames the first noun. An appositive phrase contains an appositive noun.

EXAMPLES:

My neighbor's pet pig, **Mooshie**, is nearsighted. (appositive)
Mooshie, **my neighbor's pet pig**, is nearsighted. (appositive phrase)

A verb phrase can also be used as an adjective. A describing verb phrase might begin with a present tense verb ending in ing, such as seeing. It could also begin with a past tense verb, such as seen. These verb phrases give more information about a noun or pronoun.

EXAMPLES: Seeing the lunar eclipse, the students gasped in surprise.

An eclipse, **seen only on a cloudless night**, is a rare sight.

A Combine each pair of sentences by making the second sentence an

appositive phrase. Remember to set off the phrase with commas.

The first one has been done for you.

1. Carrie has a great sense of humor. Carrie is my best friend.

Carrie, my best friend, has a great sense of humor

2. Wilson is ugly and fat. Wilson is my brother's bulldog.

3. Wilson ate our flowers. The flowers were prize-winning roses.

B Combine each pair of sentences by rewriting the first sentence as a verb

phrase used as an adjective. The first one has been done for you.

1. I had worked night and day. I became exhausted.

Having working night and day, it became exhausted.

2. The village was pounded by steady rains. The village flooded.

3. I hear sad music. I begin to cry.

AVOIDING DANGLING MODIFIERS

When you use a verb phrase as an adjective, make sure the phrase has something to describe. Always tell your reader who or what is doing the action.

EXAMPLE: Working in the yard all day, I got a sore |
ACTION WHO DID IT

Notice what happens when a writer forgets the “who did it” part of a sentence.

EXAMPLE: *Working* in the yard all day, my back got sore.

The verb phrase had no one to describe. This kind of phrase is called a dangling modifier.



A Put a check (✓) by sentences with a dangling modifier.

1. ____ Having taken Spanish, Mexico's street signs were easy to read.
2. ____ Having watched TV all night, my homework was unfinished.
4. ____ Leaning out the window, I called out to my friends.
5. ____ Playing basketball with my brother, my nose got broken.
6. ____ Wearing clothes by Calvin Cutler, the fashion show began.

7. _____ Barking wildly all night, the new puppy kept us from sleeping.

B Rewrite the sentences. Correct the dangling modifiers by giving the phrase

something or someone to refer to. The first one has been done for you.

1. Having read all the rules, the game was easy to play.

Having read all the rules, it could easily play the game

2. Standing on the top floor, the city lights sparkled like diamonds.

3. Seeing the dirty water, swimming was ruled out.

ADJECTIVE CLAUSES

Remember that a clause contains both a subject and a verb. An adjective clause describes a noun or pronoun. This is called a dependent clause because it cannot stand alone as a sentence. An adjective clause usually begins with one of the relative pronouns in the box.

who	whose	which	when	that	where	whom
-----	-------	-------	------	------	-------	------

EXAMPLES: The school only hires teachers **who can speak Spanish**.

Steven, **who can speak Spanish**, is sitting in the first row.

HAVE YOU NOTICED?

Commas set off an adjective clause when the information is not necessary to the sentence meaning. No commas are used if the clause is needed. Try this test: Read the sentence without the clause. If it still makes sense, set off the clause with commas.



A Underline each adjective clause.

1. Franklin Roosevelt, who became president in 1933, suffered from polio.
2. The disease, which usually attacks children, struck Roosevelt at age 39.
3. He was a man who had the courage to overcome his disability.
4. It was the same courage that helped him lead America during the Great Depression.
5. Roosevelt, who could not easily travel, spoke to Americans over the radio.
6. His speeches, which he called "Fireside Chats," were very popular.

B Complete each sentence by adding an adjective clause. Begin the clause

with a relative pronoun from the box. The first one has been done for you.

1. Abraham Lincoln was the president
_____.
2. New York is the city
_____.
3. Baseball is a sport
_____.
4. This assignment, _____, is nearly finished.

NOUN CLAUSES AND ADVERB CLAUSES

In a sentence, a noun clause does the work of a noun. It can be used as a subject or an object. It usually answers the question what or who. A noun clause most often starts with one of the words in the box.

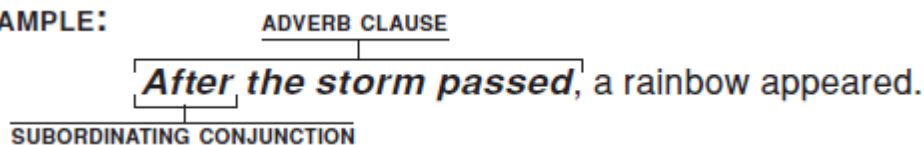
How	that	what	whatever	when	where
Which	who	whoever	whose	why	whomever

EXAMPLES: *Where this road will take us* is a mystery to me.

I never found out **how the story ended**.

An adverb clause tells something about the action verb in a sentence. It usually answers the question when, where, or how. A subordinating conjunction often begins an adverb clause. If you need to, review subordinating conjunctions.

EXAMPLE:



A Underline each noun clause with one line and each adverb clause with two lines.

1. Whatever you decide is fine with me.
2. I can't remember why I tied this string on my finger.
3. The map clearly shows which road leads home.
4. Give the award to whomever most deserves it.
5. When my brother's snake was loose, I hid in my room.
6. Hard work is what gets the job done.

HAVE YOU NOTICED?

A *dependent* clause cannot stand alone as a sentence. It must be joined with an independent clause.

B Match a noun clause from the second column with a word group in

the first column. Draw lines to complete the sentences.

- | | |
|------------------------------|---------------------------------|
| 1. The new president will be | a. why the game is canceled. |
| 2. The heavy rain is | b. how to make chili. |
| 3. The cookbook tells | c. whoever gets the most votes. |
| 4. Do you always finish | d. what you begin? |

